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ABSTRACT

This study collected data on 413 students who exited North Dakota special education programs in 1988, including exiters who had graduated with a diploma, special diploma, or certificate; earned a General Educational Development certificate; or dropped out. Data were evaluated concerning demographic and educational characteristics of respondents, secondary school training and experiences, postsecondary school training and experiences, employment, independent living skills, and recreation/leisure. Findings included: (1) over one-half of respondents lived with parents or other relatives, while one-fourth live independently; (2) families and friends provided a major support function by assisting youths in finding employment, providing housing, and assisting with financial support; (3) 69 percent of respondents had a paying or nonpaying job; (4) almost 25 percent who were not working indicated it was because they could not find a job, and another 33 percent were attending school or training; (5) one-half of those working had full-time employment; and (6) approximately 20 percent paid all their own expenses. Appendixes provide a copy of the 16-page survey form and other information pertaining to the study. (JDD)

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ED 363 999

A Special Report

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Status of Special Education Exiters: A Pilot Study

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The State of North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
Bismarck, North Dakota 58505
September 1991

EC 302568

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STATUS OF SPECIAL EDUCATION EXITERS: A PILOT STUDY

Prepared by
Division of Special Education
Department of Public Instruction
Bismarck, North Dakota

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STATUS OF
SPECIAL EDUCATION EXITERS:
A PILOT STUDY

Executive Summary

The North Dakota Department of Public Instruction, concerned with the need for information on the postsecondary status of youth who had received special education services, initiated a pilot follow-up study. Data were collected during the summer of 1989 for students who exited the school program in the spring of 1988. Exiters included those who had graduated with a diploma, special diploma, or certificate, earned a GED, dropped out, or for reasons other than transfer. Data were collected on 413 individuals through a combination of school record review and contact with the former student or family.

All disabilities were represented in the study. Two-thirds of the individuals were male. Most were white (81 percent), while 9 percent were American Indian. Nearly all were never married (94.3 percent) and had no children (92.3 percent). An equal proportion exited high school from urban and from rural (2500 inhabitants or less) communities.

Findings generally paralleled those of other state and national follow-up studies. Some of the significant findings are that: (1) appropriately 84 percent of those responding stayed in school and/or received recognition of completion, including the GED; (2) about one-fourth live independently, while well over one-half live with parents or other relatives; (3) families and friends provide a major support function by assisting the youth in finding employment, providing housing, and assisting with financial support; (4) two-thirds had changed residence at least once within the first year after leaving school; (5) 69 percent had a paying or non-paying job; almost 25 percent who were not working indicated it was because they could not find a job, and another 33 percent of that group were attending school or training; (6) one-half of those working had fulltime employment; (7) 30 percent were paid $3.35 per hour or less; 75 percent made $5.00 or less per hour; 80 percent earned $200 or less per week; (8) secondary training in daily living skills was the skill type most frequently received; (9) the vocational courses most frequently taken at the secondary level were home economics, industrial arts, office and computer education; and (10) approximately one-fifth of the responding individuals paid all their own expenses.

Recommendations are made regarding further analysis of data, implications for school programs and transition planning, and design of subsequent studies.

STATUS OF SPECIAL EDUCATION EXITERS: A PILOT STUDY

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STATUS OF SPECIAL EDUCATION EXITERS: A PILOT STUDY

BACKGROUND AND PURPOSE

In May 1989 the Division of Special Education, concerned with the need for information on the status of persons who had been served in special education programs, initiated a pilot study to follow-up special education students. Technical assistance was obtained from the Mountain Plains Regional Resource Center. A Task Force was organized to work with the Project Director to develop the methodology of the study. The Task Force membership represented the various groups that are directly concerned with the postsecondary status of former special education students. These included parents, persons with disabilities, centers for independent living, special education instructors, residential schools, vocational educators, directors of special education units, state agency representatives, and institutions of higher education. (See Appendix A for a listing of Task Force members.) The Task Force contracted with the University of North Dakota to assist in formatting the data collection instrument and detailing study procedures, and to tabulate the results. The study report was prepared by Department of Public Instruction staff.

The purpose of the study was to characterize the present status of persons who had been enrolled in special education upon exiting school and who had exited one year prior to the study (at the end of the 1987-88 school year). As a pilot study, the effort was intended to provide information on the value of survey questions selected for inclusion, effectiveness of survey procedures, and difficulties in analysis and interpretation of results. This information would then be used to revise the scope and objectives of subsequent studies and methodology accordingly.

The Task Force purposes for conducting a follow-up study, were: (1) to evaluate the effectiveness of existing programs, (2) to provide a basis from which to plan changes, (3) to identify specific areas of need for different disability groups, (4) to identify "system" obstacles in making transitions (for both school and adult service systems), and (5) to collect data for the first in a series of periodic studies under consideration.

METHOD

The overall design of the study was aimed at obtaining data for special education students 17-21 years old who exited the program during school year 1987-88. The focus was on program completers. End-of-year reports submitted by each special education unit to the Division of Special Education were used as the source of numbers of former students who were to be contacted.

Data sought included demographics, disability, educational characteristics, type of educational services received, perceived helpfulness of educational and training activities, and status upon leaving school. In addition, information was obtained on postsecondary activities for the first year following exit in three areas: independent living, employment, and leisure/recreational activities. After a review of survey instruments used by other states for follow-up studies, specific items were written. The final selection of items was made by the Task Force members and the Project Director.

The Task Force determined that data would be collected (1) through school records, (2) through contact with the former student or, if that person was unable or unwilling to participate, (3) from parents or other family members. The preferred method of contact was face-to-face interview, followed by telephone interview, and finally, by mail.

Training of data collectors was conducted by Task Force members during May 1989. The director in each of the participating special education units and the administrators of state schools (or an administrative designee) served as local coordinators of data collection, which was done during the summer of 1989. A funding formula was developed to pay data collectors on the basis of completed interviews.

CAVEATS TO USERS OF THE DATA

The user of data from this study should consider the following factors while interpreting the data:

- **Sources of data and data reliability.** Data were obtained from one or more of three sources: parent interview, interview of former special education student, and school records. The confidence placed in the data must recognize the source. For example, parent reports about their children may vary depending upon the subject of an item. Parents are expected to be quite accurate in reporting living or financial arrangements for support,

but to be less aware of, and therefore less accurate, in reporting leisure activities or satisfaction of their children with school or agency services. School records reporting disability, courses taken, and status upon exiting school are expected to be highly reliable.

- **Items of a sensitive nature.** Some of the items question parents and former students about behaviors or outcomes that may not have been positive, such as why a job was left, or highly personal, such as wages. The tendency to give socially acceptable or distorted answers to such items raises the question of accuracy in reporting for these items.

- **Missing data.** Missing data result from item nonresponse, the absence of an interview form for a particular individual, or a logical skip of an item because it is inappropriate. Missing data of all kinds were eliminated from calculations of percentages and means. Consequently, the reported percentages reflect responses of those for whom the item was appropriate and who responded. No study of nonresponse bias was undertaken to determine if those who did not participate in the study were significantly different from participants with regard to specific variables.

- **Methodological concerns.** As a pilot study, it is expected that difficulties with methodology would be identified. To the extent such shortcomings exist, data reported must be interpreted with caution.

RESULTS

This portion of the report focuses on findings in six areas:

- characteristics of respondents
- secondary school training and experiences
- postsecondary school training and experiences
- employment
- independent living skills
- recreation/leisure.

The findings of this study are not representative of all former students and should be considered tentative. It is expected that these findings will improve as methodology is revised and experience is obtained in this type of survey research and as additional and more complete data are gathered.

Characteristics of Respondents

Information was obtained on 413 individuals who exited special education programs during the 1987-88 school year through graduation or other completion requirements. Interview and school record data were available on 313 persons, and school record data alone were available for 100 more. Appendix B presents the number of individuals who participated in the study by special education units. Also included in the appendix are the remaining units that had no exiters or that did not submit data.

It should be noted that an initial listing of students who exited was obtained from end-of-year reports submitted by each special education unit. The reporting categories available at the time of the review

APPENDIX B

Data were submitted for _____ persons who exited this special education unit.

yielded numbers that were later found to be unreliable. For example, no category was provided to indicate that a exited student had moved to another unit. Consequently, the category "status unknown" included numerous students who may not have left special education services. Instead, they had left the unit's geographic service area. See the Discussion section for additional information.

The results of the study are summarized below. Items for which comparable data are available from other sources are presented, as appropriate.

Table 1. Demographic Characteristics of Study Respondents

	Respondents In Study
Total Number	413
Age (N=405 reported)	
≤ 19	42 (10.2%)
20	172 (41.6%)
21	135 (32.7%)
> 21	56 (13.6%)
Not Reported	8 (1.9%)
Gender (N=406 reported)	
Male	267 (64.6%)
Female	139 (33.7%)
Not Reported	7 (1.7%)
Race (N=380 reported)	
White	336 (81.4%)
Asian	4 (1.0%)
Black	3 (.7%)
Hispanic	-
Am. Indian	37 (9.0%)
Not Reported	33 (8.0%)

Demographic Characteristics. Table 1 summarizes gender, age, and race for respondents. Not all respondents provided every category of information. Approximately two-thirds of the respondents were male, with one-third female. Data on race indicate that approximately 81 percent were white and 9 percent were Native American,

SCHOOL RECORDS INFORMATION

BIRTH: Age of Respondent

≤ 19 _____ (_____%)

20 _____ (_____%)

21 _____ (_____%)

> 21 _____ (_____%)

Not Reported _____ (_____%)

SEX: Gender of Respondent

Male _____ (_____%)

Female _____ (_____%)

RACE: Race of Respondent

White _____ (_____%)

Asian _____ (_____%)

Black _____ (_____%)

Hispanic _____ (_____%)

Am. Indian _____ (_____%)

Not Reported _____ (_____%)

with the remaining of African-American or Asian descent. None of the respondents were Hispanic. Approximately three-quarters of the respondents were 20 or 21 years of age, with the remaining quarter nearly equally divided between ages older or younger than that.

Nearly all of those who reported family information were never married (94.3 percent) and had no children (92.3 percent). In comparing the community size of the high school exited (rural with 2500 inhabitants or less, vs. urban), an equal proportion exited each.

Educational Characteristics. Percentage of respondents in each disability category is presented in Table 2. The largest category was specific learning disability (63.1 percent), followed by educable mentally handicapped (20.9 percent). Trainable mentally handicapped and seriously emotionally disturbed each represented about 5 percent. Hearing impaired, deaf, other health impaired and speech impairment each contributed about one percent. All other disability categories accounted for less than one percent.

Nearly one-half of the disabilities were characterized as mild, approximately one-third were moderate, and the remaining were considered severe.

Respondents were typically enrolled in a regular classroom or resource room setting (41 and 37.2 percent, respectively) when they exited school. Another 18 percent were served primarily in a separate special education classroom. Very small percentages were in public separate day schools, public or private residential facilities, or correctional facilities. None of the respondents had been served in

SECTION II: LIVING

VAR306 Marital Status

Single _____ (_____%)

Married _____ (_____%)

VAR307 Number of Children

None _____ (_____%)

One _____ (_____%)

Two _____ (_____%)

Three _____ (_____%)

SCHOOL RECORDS INFORMATION

SIZE: High School Community Size

Rural _____ (_____%)

Urban _____ (_____%)

Table 2. Educational Characteristics of Study Respondents

	Respondents In Study
Total Number	413
Primary Disability (N=406)	
Trainable Mentally Handicapped	22 (5.4%)
Educable Mentally Handicapped	85 (20.9%)
Hearing impaired	4 (1.0%)
Deaf	4 (1.0%)
Speech impaired	6 (1.5%)
Vision impaired	3 (0.7%)
Seriously emotionally disturbed	18 (4.4%)
Orthopedically impaired	3 (0.7%)
Other health impaired	4 (1.0%)
Specific learning disabled	256 (63.1%)
Deaf-blind	1 (.2%)
SEVERITY OF DISABILITY (N=397)	
Mild	185 (46.4%)
Moderate	140 (35.3%)
Severe	72 (18.1%)
PROGRAM MODEL (N=400)	
Regular classroom	164 (41.0%)
Resource room	149 (37.2%)
Separate classroom	72 (18.0%)
Public separate day school	5 (1.2%)
Private separate day school	- -
Public residential facility	7 (1.7%)
Private residential facility	2 (.5%)
Correctional facility	1 (.2%)
Homebound/Hospital	- -

homebound/hospital and private separate day school settings.

The achievement levels of respondents, reported as grade equivalent scores in reading and mathematics, are presented in Table 3. Data represent test results obtained from a variety of standardized instruments. Because the study utilized existing school records rather than requiring updated testing, some information was not recent. For both reading and mathematics, data for approximately three-quarters of respondents were no more than three years old.

SCHOOL RECORDS INFORMATION

Primary Disability (N=____)

TMH _____ (_____%)

EMH _____ (_____%)

HI _____ (_____%)

Deaf _____ (_____%)

SI _____ (_____%)

VI _____ (_____%)

SED _____ (_____%)

OI _____ (_____%)

OHI _____ (_____%)

SLD _____ (_____%)

D-B _____ (_____%)

Severity of Disability (N=____)

Mild _____ (_____%)

Moderate _____ (_____%)

Severe _____ (_____%)

Program (N=____)

Reg. Class _____ (_____%)

Resource _____ (_____%)

Sep. Class _____ (_____%)

Public day _____ (_____%)

Public res. _____ (_____%)

Private res. _____ (_____%)

Corrections _____ (_____%)

Home/Hosp. _____ (_____%)

Table 3. Reading and Mathematics Achievement of Students Who Exited Special Education Programs 1987-88

Subject	Percent with Grade Equivalent Score of:				
	<4	4-6	7-9	10-11	>11
Reading (N=351)	17.9	27.1	32.8	14.8	7.4
Mathematics (N=337)	12.2	21.4	44.8	10.4	11.3

Respondents were further characterized by intelligence level. Test results available for 359 persons indicate that nearly one-half were functioning within or above the average range (86 IQ or above), slightly over one-third functioned within the below average range (71 - 85 IQ), and the remainder tested lower than the below average level (70 IQ or less). Approximately three-quarters of the test scores were obtained using the Wechsler Scales (WISC-R or WAIS-R); a similar proportion were no more than three years old.

Status at Exit. Table 4 summarizes the status of respondents when they exited school during the 1987-88 school year. In addition, the table presents information on reasons for exit nationally as summarized by Office of Special Education Programs (OSEP) and by the National Longitudinal Transition Study (NLTS) conducted by SRI International. (Data are reported by categories used by each source; categories are somewhat inconsistent across sources, but may be combined to yield roughly similar categories for comparison purposes.)

READING: Grade Equivalent
MATH: Grade Equivalent

	Reading (N=___)	Math (N=___)
< 4	_____	_____
4-6	_____	_____
7-9	_____	_____
10-11	_____	_____
> 11	_____	_____

SCHOOL RECORDS INFORMATION
IQ (N=____)

< 71	_____	(_____%)
71-85	_____	(_____%)
86-100	_____	(_____%)
> 100	_____	(_____%)

Table 4. Reason for Program Exit Nationally and for Study Respondents Who Left Special Education 1987-88

	National OSEP (2986-87)*	National NLTS (1990)**	State Study N=375
Graduated with Diploma	45.9%	+	287 (76.5%)
Graduated with Certificate	13.1%	+	7 (1.9%)
Received Special Diploma	+	+	9 (2.4%)
Graduated	+	56.1%	+
Dropped, Returned & Graduated	+	+	4 (1.1%)
Dropped Out, Earned GED	+	+	9 (2.4%)
Terminated at Age 21	2.5%	7.5%	-0-
Dropped Out	25.1%	32.5%	37 (9.9%)
Other	13.3%	+	22 (5.9%)
Status Unknown	+	+	+
Suspended/Expelled	+	3.9%	+

* OSEP state-reported data, October 1, 1988, for school year 1986-87.

** National Longitudinal Transition Study of Special Education Students, SRI International, July 1990.

\+ Category was not included in the study.

Examination of status at time of exit from the program shows that approximately 84 percent of the 375 respondents for whom data were available stayed in school and received recognition of completion. This includes over three-quarters who received a high school diploma and another 6.7 percent who received recognition of program completion through certificate of completion, special diploma, or GED. Eleven percent dropped out, but some returned to school and graduated, reducing to about 10 percent the proportion that dropped out and did

Gradsta 1, Graduation Status

(N= _____)

Diploma _____ (_____%)

Certificate _____ (_____%)

Sp.Diploma _____ (_____%)

Dropped/Grad _____ (_____%)

Dropped/GED _____ (_____%)

Age 21 _____ (_____%)

Dropped _____ (_____%)

Other _____ (_____%)

SCHOOL RECORDS INFORMATION

Agedrop (N= _____)

≤ 16 _____ (_____%)

17 _____ (_____%)

18 _____ (_____%)

19 _____ (_____%)

20 _____ (_____%)

Highest: Highest grade completed (N= _____)

9 _____ (_____%)

10 _____ (_____%)

11 _____ (_____%)

11+ _____ (_____%)

not return. The age at which the largest proportion of students dropped out of school was age 17, followed by age 18. The level at which students dropped out was typically the tenth or eleventh grade. Data were not analyzed by disability, sex, or other variable. Consequently, such comparisons are not available.

The two most frequent reasons given for dropping out were personal problems and wanting to leave school, although a variety of other reasons unique to each individual were also stated. The need to work or recommendation of the school was cited only once each as a reason for leaving. In no cases was it reported that parents wished the student to leave. About 6 percent of the 375 respondents had some other status upon exiting; none left because they had reached the maximum age.

At the national level, OSEP state-reported data cites a 59 percent rate of completion, either through receipt of a diploma or certificate, and a dropout rate of approximately 25 percent for students with disabilities. Data from the National Longitudinal Transition Study (NLTS) of special education students post a slightly lower graduation rate of 56.1 percent, and a somewhat higher dropout rate of 32.5 percent.

The reader is cautioned that the pilot study offers only a rough estimate of the completion rate of students who receive special education services. Because of methodological considerations, one cannot conclude from this research effort that North Dakota's completion rate significantly exceeds the National statistics. However, other data on the general population suggests that the state's completion rate may exceed those reported nationally. For example, across the general population of all students, the U.S.

Whydrop 1-7 (N= _____)

School rec. _____ (_____%)

Parent wish _____ (_____%)

Work _____ (_____%)

Personal _____ (_____%)

Wanted to _____ (_____%)

Other _____ (_____%)

Department of Education "wallchart" estimates the graduation rate to be 71 percent, a rate similar to the 75 percent reported by the U.S. Bureau of the Census and the U.S. Center for Education Statistics (CES, 1986). By comparison, across all secondary school leavers in North Dakota for 1987-88, disabled and not disabled, the Department of Public Instruction reported a program completion rate of 92.44 percent.

Secondary School Training and Experiences

Skills Training. Respondents were asked to report the types of training they received during their school years, including vocational training (both on and off campus), specially designed career/vocational education programs, social skills, community skills, recreation/leisure skills, and daily living skills.

Table 5 presents the results for the 276 students who received these types of training, and their perception of the helpfulness of each type. Most frequently received were daily living skills, which were experienced by almost two-thirds of the respondents. Training least often received on-campus was recreation/leisure skills (43.3 percent). This is somewhat surprising considering the state requirement for physical education and the often articulated goal of that subject to teach students activities that can be used after school years for leisure and recreational purposes. This type of skills training also was less likely to be perceived as very useful and was most identified as the type of training that was not useful at all. Overall, however, respondents judged each type of skill training as having positive value (useful or

very useful).

Least often received was vocational training at off-campus community facilities, which was reported by approximately 30 percent. Notably, this type of training shows the highest rating of usefulness, as perceived by the students.

Table 5. Secondary Level Skills Training Received and Perceived Usefulness

TRAINING	PERCENT RECEIVING	PERCENT JUDGED VERY USEFUL	USEFUL	NOT USEFUL
Social Skills (N=128)	46.4	36.2	59.2	4.6
Community Skills (N=145)	52.5	33.6	60.8	5.6
Recreation/leisure (N=119)	43.3	25.2	66.1	8.7
Daily Living Skills (N=178)	64.3	40.8	52.5	6.7
Vocational (off campus training) (N=81)	29.3	45.1	46.3	8.5

Relatedly, nearly all of the 295 persons who responded to the item (94.2 percent), had taken one or more regular vocational education courses during their enrollment in school. Most frequently cited was home economics (61 percent), followed by industrial arts (45.1 percent), and office education and computer education (each reported by about 40 percent of the students). Less frequently taken classes included trades and industry (26.4), health occupations (17.6), career education (16.6), and distributive education/marketing (12.9). These reports must be interpreted in light of the fact that many schools do not offer the courses cited above.

Respondents were asked to indicate their participation in specifically designed career/vocational

SECTION I: SCHOOL INFORMATION
VAR236-246

	N	VU	U	NU
Social	____	____	____	____
Community	____	____	____	____
Rec/Leisure	____	____	____	____
Daily Living	____	____	____	____
Vocational	____	____	____	____

CLASVO 1-11
(N= _____)

None	_____	(_____%)
Ind arts	_____	(_____%)
Home ec	_____	(_____%)
Office ed	_____	(_____%)
Health	_____	(_____%)
Dist ed	_____	(_____%)
Agric	_____	(_____%)
Trades	_____	(_____%)
Career	_____	(_____%)
Computer	_____	(_____%)
Other	_____	(_____%)

education programs at the secondary level, and the perceived helpfulness of each type of program in preparing for their present job. Involvement with such programs was reported by 158 of 292 respondents (or 55 percent), and several persons had participated in more than one program. The most frequently cited program was work experience for no pay/credit only (22.3 percent). Two programs, paid work experience and school-based work, provided training for similar proportions of students (17.5 and 15.4 percent, respectively). Infrequently cited were vocational education on a community college campus (2.4 percent) and licensed work activity center/sheltered workshop placement (1.4 percent). Students also participated in other arrangements (6.5 percent).

PROGVOC 1-7
(N= _____)
None _____ (_____%)
School-based _____ (_____%)
Pd wk exp _____ (_____%)
No pay wk exp _____ (_____%)
Com. college _____ (_____%)
Lic wk act/sh wkshop
_____ (_____%)
Other specially designed
_____ (_____%)

Transition Planning. The issue of transition planning was addressed through an item regarding discussion about goals for college and for work, developing a plan to reach goals, and living arrangements after leaving school. Slightly less than three-quarters of the respondents indicated that the first three topics had been discussed by school staff. Living arrangements, however, were mentioned by school personnel to significantly fewer of the students (43.9 percent).

VAR247 Transition:
(N= _____)
College _____ (_____%)
Work _____ (_____%)
Plan _____ (_____%)
Living _____ (_____%)

Extracurricular Involvement. Level of involvement in extracurricular activities while in school was reported by 281 respondents. Over 85 percent had been involved in at least one of these activities. Most frequently cited were social activities (63 percent). A significant proportion of the students were involved in varsity athletics (39.1 percent), music (27.4 percent),

EXTRACU 1-9
(N= _____)
None _____ (_____%)
Athletics _____ (_____%)
Sp Olympics _____ (_____%)
Music _____ (_____%)
Sp/drama _____ (_____%)
Social _____ (_____%)
News _____ (_____%)
Voc club _____ (_____%)
Other _____ (_____%)

and vocational clubs (24.6 percent). Fewer individuals participated in Special Olympics (12.8 percent), speech/drama/debate (9.6 percent), and newspaper/yearbook (7.8).

Interpretation of these data must consider the possibility that not all the schools may have offered this full array of extracurricular activities; consequently, the opportunity to participate may have been unavailable.

Usefulness of School Experiences. When asked to rate their school experiences overall (including classes, meetings with teachers, and extracurricular activities), 76.7 percent of the 252 respondents indicated the experiences were helpful or very helpful in finding a job, 76.2 percent reported similar perceptions relating to training to keep a job, and 67.5 percent found their school experiences helpful or very helpful in preparing for their present job.

VAR233-235 School helpful
(N= _____)

	Very Helpful	Helpful	Not Helpful
Find Job (N=____)	____	____	____
Keep job (N=____)	____	____	____
Prepare for job (N=____)	____	____	____

Postsecondary School Training and Experiences

Enrollment in Postsecondary Programs. At the time of the respondent interviews, approximately one year following exit from high school, 53 (19.1 percent) of the 277 respondents were currently engaged in some form of postsecondary training. Multiple responses were given by many persons. Most frequently reported was vocational school (defined as a two year or less certificate program such as business school or cosmetology) in which approximately 17 percent were enrolled, followed by enrollment in a two year/associate degree program (11.6 percent). Less frequently attended

VAR251 What are you currently doing
(N= _____)

2 year	_____	(_____%)
Voc school	_____	(_____%)
4 year	_____	(_____%)
Military	_____	(_____%)
None	_____	(_____%)
Other	_____	(_____%)

were four year degree programs (5.4 percent) and the military (4 percent). A significant proportion (16.7 percent) had pursued other options.

Data were not analyzed by disability, sex, or other variables. Consequently, participation rates for subgroups are not available for comparison. Further, inconsistencies in data collection and reporting procedures yielded unreliable results regarding program completion and helpfulness of postsecondary training in getting a job.

Financing and Other Assistance. Financing for postsecondary education/training came from multiple sources. Nearly one-third of the respondents paid for it themselves, while a slightly smaller proportion received assistance from parents, guardians, relatives or care providers. Vocational rehabilitation assisted in a significant proportion of the respondents (18.3 percent), while contributions by Social Security were somewhat less (6.7 percent).

When asked who provided assistance when it was needed at the postsecondary level, respondents cited multiple resources. Most often assisting were course instructors (39.3 percent), followed by family and friends (32.9 and 24.9 percent, respectively), and special needs teachers (16.8 percent). Library/resource staff were least frequently approached for assistance.

VAR261-266 Paid for training

(N= _____)

Self	_____	(_____%)
Parents	_____	(_____%)
Relative	_____	(_____%)
Voc Rehab	_____	(_____%)
Soc Sec	_____	(_____%)
Other	_____	(_____%)

VAR267-272 Who helped

(N= _____)

Instructors	_____	(_____%)
Spec needs	_____	(_____%)
Library	_____	(_____%)
Family	_____	(_____%)
Friends	_____	(_____%)
Other	_____	(_____%)

Employment

Data on employment status of secondary special education program exiters were examined in terms of

whether the person was employed, amount of time worked weekly, wages, job satisfaction, benefits, assistance to finding employment, and job related information.

Employment Rate. At the time of the study, one year after exiting high school, 65.3 percent of the 277 persons responding reported they currently had a paying job; another 3.6 had a job, although it involved no pay. An additional 14.1 percent were searching for work. Over 13 percent had no job and were not looking, or were homemakers. The proportion of respondents who had never had a job was 3.6 percent.

Another item in the study asked a similar question but yielded slightly different results. When asked what they were currently doing, 61.7 percent reported they were working, 6.9 percent were not working,and 12.3 percent were looking for work. Another 19.1 percent stated that they were going to school.

The two most important reasons given by those who were not working at the time of the survey and who responded to the item include enrollment in postsecondary education/training (approximately one-third) and inability to find a job (approximately one-quarter). Significantly less often mentioned reasons were not wanting a job or being a homemaker (each mentioned by 7.4 percent), lack of work skills (5.3 percent), lack of transportation (2.1 percent), concern with lack of benefits and health/physical limitations (each mentioned by 1.1 percent). None cited parent/guardian objection as a reason for not working.

Respondents who had worked, but were not when surveyed were asked the reasor for leaving. The most frequently cited reason (15.6 percent) was that the job

SECTION III: EMPLOYMENT

VAR344 Do you have a job now?

Yes, pay _____ (_____%)
Yes, no pay _____ (_____%)
No, looking _____ (_____%)
No, not looking _____ (_____%)
No, homemaker _____ (_____%)
Never had job _____ (_____%)

Section II: SCHOOL INFORMATION

VAR251 What are currently doing

(N= _____)

School _____ (_____%)
Working _____ (_____%)
Not working _____ (_____%)
Looking for work_____ (_____%)

VAR345 Reason why not working

(N= _____)

Lack skills _____ (_____%)
Lack benefits _____ (_____%)
Lack transp. _____ (_____%)
Don't want job _____ (_____%)
Can't find job _____ (_____%)
Health _____ (_____%)
Attend school _____ (_____%)
Homemaker _____ (_____%)
Other _____ (_____%)

had ended. A related reason, being laid off, was given by 9.4 percent. The same proportion (6.3 percent each) identified quitting, being fired, poor wages, and illness/health reasons for leaving their job. Another 3.1 percent indicated they quit to take a different job.

Second jobs were worked by 17.3 percent of the respondents who were employed. Of the 208 respondents, 20 (or 9.6 percent) were participating in a supported work program. For those, 40 percent had contact with a job coach daily; another 20 percent had contact one to three times each week, and the remainder had less frequent contact.

Exiters were asked to identify where they were employed; 185 persons responded. Seventy-five (40.5 percent) worked in Grand Forks, Fargo/West Fargo, and Bismarck, with a nearly equal distribution among these three cities. Another 89 persons (48.1 percent) were employed in 44 different cities across the state with about seven each in Minot, Valley City, Mandan, and Devils Lake. Finally, 21 (11.3 percent) were employed out-of-state. While some were located in communities near the eastern North Dakota border, most were at great distance from the state (e.g., Washington, D.C., Maryland, Arizona, California, Michigan, Nebraska, Alaska, Idaho, Colorado). Data were not analyzed to determine if those employed in a community had attended school in that community, or if they had moved from another location. Similarly, there was no analysis to determine characteristics of persons more likely to leave the state for employment. Consequently, conclusions relating to movement for employment are hazardous to state.

VAR421 If no longer working

(N= _____)

Other job	_____	(_____%)
Quit	_____	(_____%)
Laid off	_____	(_____%)
Fired	_____	(_____%)
Job ended	_____	(_____%)
Poor wages	_____	(_____%)
Health	_____	(_____%)
Other	_____	(_____%)

VAR346 Do you have second job (N=_____)

Yes	_____	(_____%)
No	_____	(_____%)

VAR419 Supported work program (N=_____)

Yes	_____	(_____%)
No	_____	(_____%)

VAR420 How often job coach seen (N=_____)

1/day	_____	(_____%)
2-3/wk	_____	(_____%)
1/wk	_____	(_____%)
1/2 wks	_____	(_____%)
Other	_____	(_____%)

Job Characteristics. About one-half of the 205 persons who responded worked full time (37.5 or more hours each week). Another 40 percent worked part time (27.3 percent worked 21-37 hours each week, and 13 percent worked less than 21 hours). Seasonal work occupied 4.4 percent, and a similar proportion had other employment arrangements.

The NLTS provides slightly different reporting categories, but still allows a comparison. The NLTS reports that 25 percent of their respondents worked 35 or more hours per week; 24.3 percent worked 21-34 hours; and 50.7 percent worked fewer than 21 hours weekly.

Of the 192 reporting wages, 13.5 percent earned $2.50 per hour or less, 16.7 percent earned between $2.51 and $3.35; 45.3 percent earned $3.36 to $5.00; and 24.5 percent earned $5.00 or more an hour. The overall wages indicate that somewhat over one-third earned less than $100 per week, approximately 60 percent earned $150 or less weekly, and 80 percent earned less than $200 each week. When asked their feeling regarding pay, approximately 70 percent indicated they were very or somewhat happy about pay, while approximately 14 percent were very or somewhat unhappy. The remaining 15 percent were unsure about their feelings.

Approximately 60 percent of the respondents indicated they had received no increase in wages since hired at their present job, although over 50 percent reported working at their present job for six months or more. Slightly over one-third had been at their present job for more than one year. About 10 percent had been employed less than one month; the remaining 37 percent had held the present job one to six months.

Data on benefits were reported; however, it is

VAR347 Amount of time working

(N= _____)

FT	_____	(_____%)
21-37 hrs	_____	(_____%)
<21 hrs	_____	(_____%)
Seasonal	_____	(_____%)
Other	_____	(_____%)

VAR348 How much do you earn

(N= _____)

0-$2.50	_____	(_____%)
2.51-3.35	_____	(_____%)
3.36-5.00	_____	(_____%)
>5.00	_____	(_____%)

VAR349 How much do you earn

(N=_____)

< $50	_____	(_____%)
51-100	_____	(_____%)
101-150	_____	(_____%
151-200	_____	(_____%)
>200	_____	(_____%)

VAR351 How happy: my pay

(N= _____)

Very unhappy	____	(____%)
Sometimes unhappy	____	(____%)
Not sure	____	(____%)
Sometimes happy	____	(____%)
Very happy	____	(____%)

VAR350 Have you had an increase (N=____)

Yes	_____	(_____%)

VAR418 How long present job

(N= _____)

1-3 month	_____	(_____%)
4-6 mos	_____	(_____%)
7-12 mos	_____	(_____%)
1-2 yrs	_____	(_____%)
≥ 2 yrs	_____	(_____%)

difficult to compare these benefits with those for the general North Dakota work force because study data for full time and part time workers were not analyzed separately. Two hundred seven persons reported information on benefits received. Paid vacation was reported by 46 (or 22.2 percent). Two additional benefits, each reported by 39 persons (or 18.8 percent of the respondents), were paid sick leave and health insurance. Less frequently provided was dental insurance for 25 persons (or 12.1 percent of the respondents). Significantly less often received were profit sharing which was reported by 12 persons, or 5.8 percent, and a retirement plan which was reported by 13 respondents, or 6.3 percent. It is interesting to note that over 15 percent did not know what their work benefits were.

VAR357-364 Benefits

(N= _____)

Sick leave	_____	(_____%)
Pd. vacation	_____	(_____%)
Health ins.	_____	(_____%)
Dental ins.	_____	(_____%)
Profit sharing	_____	(_____%)
Retirement	_____	(_____%)
Other	_____	(_____%)
Don't know	_____	(_____%)

Finding a Job. When asked about persons who assisted the respondent in getting the most recent job, multiple responses were often given. Somewhat less than one-half (44.6 percent) of the 213 responding to the item reported getting the job themselves. When help was received, the most frequently mentioned persons who assisted were parents/relatives (reported by 28.6 percent) and friends (15.5 percent). School and agency personnel were mentioned considerably less often: Job Service was involved in approximately 10 percent of the cases, and a special education teacher provided help for 6.6 percent of those reporting. Others, including work experience coordinators, vocational education teachers, Vocational Rehabilitation Counselor, Job Coach, and postsecondary placement office, each were mentioned by fewer than 4 percent of the respondents.

VAR365-375 Helped get job

(N=_____)

Self	_____	(_____%)
Family	_____	(_____%)
Friend	_____	(_____%)
Sp. Ed.	_____	(_____%)
Wk. exp.	_____	(_____%)
Voc. ed.	_____	(_____%)
Placement	_____	(_____%)
Job service	_____	(_____%)
Voc. rehab.	_____	(_____%)
Job coach	_____	(_____%)
Other	_____	(_____%)

The extent to which respondents accomplished job-finding tasks was examined. Nearly 60 percent of those responding reported completing job applications on their own; 47 percent arranged for an interview; and 56 percent interviewed for the job without assistance.

Transportation and Accommodations. Information on transportation to the job was provided by 211 persons. Almost two-thirds (62.1 percent) drove themselves, and another 10 percent walked. Similar proportions depended on a parent/guardian/care provider or a workshop / facility bus (6.6 and 5.7 percent, respectively). The remainder rode a bicycle, used public transportation or car pool, or depended on a friend for transportation.

Approximately three-quarters of the respondents reported that no accommodations were made for them at the work place. Job coaches and special supervision was provided for 5.1 and 4.2 percent, respectively. A very small number reported special scheduling, special equipment, or architectural accommodations to assist them in the workplace.

Job-related Problems. Respondents were asked to identify problems they had on their current job within the last six months. A variety of difficulties were identified, including interpersonal conflicts with the boss, coworkers, and customers (e.g., crabby boss, difficulty dealing with angry customers, unequal treatment from boss, unkind remarks of coworkers, lack of supervisor's understanding); working conditions (e.g., employer did not follow through with promises or pay regularly, too few or too many work hours, odd or inconvenient work hours, too much work for time

VAR406-408 On own
(N= _____)
Application _____ (_____%)
Set interview _____ (_____%)
Interview _____ (_____%)

VAR410 How do you get to work
(N= _____)
Walk _____ (_____%)
Friend _____ (_____%)
Drive _____ (_____%)
Bike _____ (_____%)
Car pool _____ (_____%)
Facility bus _____ (_____%)
Parent _____ (_____%)
Public transp. _____ (_____%)
Other _____ (_____%)

VAR411-417 Accommodations
(N= _____)
Architecture _____ (_____%)
Equipment _____ (_____%)
Job coach _____ (_____%)
Supervision _____ (_____%)
Schedule _____ (_____%)
None _____ (_____%)
Other _____ (_____%)

available, poor pay and lack of benefits), lack of job-related skills (e.g., slow working rate, lack of strength to do job, inability to read and/or understand duties or directions, specific job skills, memory for names); and other characteristics (e.g., temper problems, inappropriate or noncompliant behaviors, distractibility). Problems relating to interpersonal conflicts and working conditions were mentioned more frequently (approximately 30 times per category). Responses classified as job-related skills and other characteristics were mentioned less frequently (approximately 10 times by category). It should be noted that responses reflect the respondents' perceptions and not those of employers or other persons. Also, some of the "problems" may be a measure of satisfaction with working conditions rather than a reflection of lack of skills.

Job Satisfaction. Respondents who held jobs were asked their feelings about different parts of the job, including pay, job activities and duties, education/training the company provides, supervisor, other workers, and help given by the company. At least 70 percent of the respondents expressed a positive feeling for each of the above items. The aspect of their job with which respondents were most happy was their co-workers. A slightly lower percent viewed positively their supervisor, job activities, and assistance given by the company to the person on the job. The job characteristics that were viewed positively by the lowest proportions of respondents (approximately 70 percent) were pay and education / training given by the company. Interestingly, a

VAR351-356 How happy

(N= _____)

	Unhappy	Not Sure	Happy
Pay	_____	_____	_____
Duties	_____	_____	_____
Trng.	_____	_____	_____
Boss	_____	_____	_____
Workers	_____	_____	_____
Help	_____	_____	_____

significant proportion of the respondents (15 to 22 percent) seemed unsure about their feelings regarding the last three characteristics mentioned (education / training, help from company, and pay). Perhaps this is due to their lack of familiarity with these characteristics and/or being on the job for a relatively short period of time. No data analyses were performed to determine different characteristics of persons expressing positive vs. negative feelings of satisfaction.

When respondents were asked if they would like to be working in their present job one year into the future, two-thirds responded that they would not.

VAR430 Would you like working your present job (N=____)

Yes _____ (_____%)

No _____ (_____%)

Respondents were asked to describe their future plans regarding work; 225 gave definite responses. (Results portray rough estimates of overall plans for work because interviewers did not consistently record responses if they were indefinite or vague.) Approximately one-fourth of the 225 could not be analyzed because answers were ambiguous. However, a significant proportion (50 percent) provided responses that indicated their aspirations for more education, higher levels of work, advancement and independence. For example, 53 persons (23.5 percent) specifically indicated they wanted to enroll in or complete postsecondary education or training in a wide range of occupational areas. Several mentioned that they wanted to manage or supervise, or to operate their own businesses. Others wanted more or different hours at their present jobs. About 6 percent wanted to find work because they were unemployed. Desire to stay in the same job was reported by 7.5 percent. Another 9 percent reported having no plans or had not thought about plans

for future work.

Independent Living Skills

Items were included to characterize the living status of special education program exiters. Living arrangements, financial status, transportation, and daily living activities were addressed.

Living Arrangements. Comparative information on living arrangements reported by the North Dakota pilot study and the NLTS are presented in Table 6. The North Dakota study found that over one-half (58.2 percent) lived with parents or other relatives. One-fourth lived independently by themselves or with a roommate in a rented place. Another 6.1 percent lived in a group home or supervised apartment. An equal proportion (2.2 percent each) owned their own home, or lived in a residential facility or institution. The remaining persons had some other living arrangement. Compared with NLTS findings, a markedly greater proportion of North Dakota youth lived independently (not with parents). It should be noted, however, that data may not be directly comparable because populations are somewhat different.

Data on change of residence since leaving school show the following for the 274 respondents: slightly more than one-third have never moved; slightly less than one-third have moved once; about one-fifth have moved twice; about 10 percent have moved three times; and the remainder (less than 3 percent) have moved more than three times. Reasons for moving included need to relocate for school or work (98 persons), because of

VAR339 Times moved

(N= _____)

Never	_____	(_____%)
1	_____	(_____%)
2	_____	(_____%)
3	_____	(_____%)
4	_____	(_____%)
5	_____	(_____%)
6	_____	(_____%)

Table 6. Residence Independence of Youth

Living Arrangements	NLTS (N = 7185)	North Dakota (N = 278)
With Parent(s)	88.4%	53.2%
With Other Family Members	3.4%	5.0%
Alone	0.9%	14.7%
With Spouse/Roommate	3.1%	10.1%
In a Residential/Boarding School (not college)	0.9%	+
In a College Dormitory	0.1%	+
In a Group Home	1.0%	3.6%
In a Mental Health Facility/ Institution for the Disabled	1.0%	2.2%
In a Correctional Facility	0.5%	+
In Their Own Home		2.2%
Other	0.5%	6.5%

+ Data were not collected for this category.

problems such as being evicted or housing was too expensive (28 persons), and other various reasons (68 persons). Generally, only one move was associated with a problem, although some individuals may have relocated more than once and for different reasons.

Financial Support. Extent of self support was reported by 277 respondents. The same proportions (approximately 20 percent) paid all of their own expenses, or paid for more than one-half of living expenses. Slightly less than one-fourth of the respondents contributed nothing to their expenses, and the remainder paid less than one-half.

For the 278 persons who reported information on financial assistance, multiple sources were identified. In addition to some extent of self support by 58.1 percent, respondents cited parents (58.8 percent) as a source, followed by Supplementary Security Income (SSI) (16.5 percent) and "Other" (not specified), which was reported by 16.9 percent of the respondents. Less frequently cited were Social Services, such as AFDC,

VAR308 Describe where you live
(N= _____)
Parents _____ (_____%)
Family _____ (_____%)
Alone _____ (_____%)
Spouse _____ (_____%)
Res/Bd. _____ (_____%)

Gr. home _____ (_____%)
MH facility _____ (_____%)

Other _____ (_____%)

VAR340-342 Times moved
Problems _____ (_____%)
Sch/Work _____ (_____%)
Other _____ (_____%)

VAR309 What part of living
(N= _____)
All _____ (_____%)
>half _____ (_____%)
<half _____ (_____%)
None _____ (_____%)

VAR310-318
Financial assistance
(N= _____)
Self _____ (_____%)
Parents _____ (_____%)
Relatives _____ (_____%)
Voc. Rehab. _____ (_____%)
Soc. Serv. _____ (_____%)
SSI _____ (_____%)
Insurance _____ (_____%)
Medicaid _____ (_____%)
Other _____ (_____%)

food stamps, etc. (6.5 percent), insurance (4.7 percent), Vocational Rehabilitation (4.3 percent), relatives (3.2 percent), and Medicaid (2.5 percent).

Daily Living Support. Respondents were asked to identify which of nine daily living activities they could do on their own; 278 persons responded to the item. Arranged in order from the category of activity done by most (92.4 percent) to least (75.5 percent) are: do housework, make purchases, cook meals, arrange for transportation, do laundry, make appointments, budget money, pay bills, and maintain checking and/or savings accounts. Respondents appeared more capable of performing around-the-home activities and less capable in matters relating to finances. A small percentage of respondents (2.9 percent) indicated that they could do none of the activities on their own.

When an individual is unable to do some or all of the activities above, family and relatives are cited as the most frequent source of assistance; almost two-thirds responded in this manner. Friends assisted in about 15 percent of the cases. Community agencies and group home workers served in this capacity for a significantly lower proportion of the persons who needed additional help (approximately 7 percent for each category).

A related item asked respondents who they would generally go to for help when they had a problem they couldn't handle on their own. Multiple sources of help were identified with parents named only slightly more often compared with friends (64.4 and 60.4 percent, respectively). Siblings were identified by 30.3 percent of the respondents. Mental health professionals and

BST319-328 Self: (N= _____)

Transportation	_____	(_____%)
Budget money	_____	(_____%)
Bank acct.	_____	(_____%)
Pay bills	_____	(_____%)
Purchases	_____	(_____%)
Cook	_____	(_____%)
Housework	_____	(_____%)
Laundry	_____	(_____%)
Apptments	_____	(_____%)
None	_____	(_____%)

VAR329-333 Who helps (N=____)

Friends	_____	(_____%)
Family	_____	(_____%)
Agencies	_____	(_____%)
Gr. home	_____	(_____%)
Other	_____	(_____%)

VAR459-465 Problem

Parent	_____	(_____%)
Sibling	_____	(_____%)
Friend	_____	(_____%)
Clergy	_____	(_____%)
Spouse	_____	(_____%)
MH Prof.	_____	(_____%)
Other	_____	(_____%)

clergy were much less frequently cited as a source of help (6.2 and 3.6 percent, respectively). Of the 16 study participants who were married, 13 named spouses as someone they would go to with a problem.

Information on means of transporting oneself around the community other than to a job was obtained, with respondents indicating multiple modes, as appropriate. Approximately 70 percent of the 278 respondents reported having a driver's license and transporting themselves in the community. About 30 percent walked or rode a bicycle for transportation, and a similar proportion depended on others to get around. Only nine percent used city transportation, although this finding is consistent with the fact that few communities in the state have this service.

SECTION II: LIVING

VAR334-338 (N= _____)

Dr. license _____ (_____%)

City transp.__ ___ (_____%)

Walk/bike _____ (_____%)

Others _____ (_____%)

Other _____ (_____%)

<u>Problems with Independent Living.</u> When asked to identify two problems encountered in independent living, respondents overwhelming named money related situations (i.e., not making enough to cover expenses, budgeting, etc.). Over 40 percent named this category. Three other categories emerged as consistent problems, with approximately 10 percent of responses per category. They were: getting along with family, roommates, and other people; finding a job and/or finding a job that meets their special needs; and, a problem with transportation. Other situations that were mentioned by several persons included lack of housekeeping and home maintenance skills; being lonely and lacking social activities; finding a place to live; and poor communication skills. Other problems were mentioned by one or two persons each. Findings reported above are consistent with those reported earlier in this section.

Recreation/Leisure

Data on recreational and leisure activities of secondary special education program exiters were obtained regarding nature and extent of various activities, amount of time spent in free time activities, persons with whom recreational and leisure activities are done, and community involvement.

Nature and Extent of Participation in Recreational/ Leisure Activities. Table 7 presents a summary of activities in which respondents participated during their free time. The most frequent daily activities were listening to music or playing instruments, and watching television or videos, followed by spending time with family and friends, driving around, and relaxing. Weekly activities in which respondents were most frequently engaged included shopping, maintenance work, athletic activities (both as participant and spectator), and spending time with friends. Activities most frequently done on a monthly basis included going to the movies, shopping, and dancing. A significant percentage, over one-third, had no hobbies, and approximately 20 percent never participated in or were spectators of athletic activities or outdoor sports.

Also shown in Table 7 is the amount of time respondents spent weekly on free time activities. Well over one-third spent 10-20 hours per week, while one-fifth devoted either less than 10 hours or 21-30 hours per week to such activities. The remainder spent more than 30 hours per week in free time.

Additional information was reported on persons

VAR453 Time in free time

(N= _____)

<10 hrs	_____	(_____%)
10-20/wk	_____	(_____%)
21-30/wk	_____	(_____%)
31-40/wk	_____	(_____%)
>40	_____	(_____%)

Table 7. Nature and Extent of Recreational/Leisure Activities in Which Secondary Special Education Program Exiters Engaged.

ACTIVITY	PERCENT WHO REPORTED ACTIVITY				
	Daily	Weekly	Monthly	1-2 Times Per Year	Never
Take part in athletic activities	18	39	16	8	20
Take part in outdoor sports	4	28	27	24	18
Go to watch athletic activities	5	34	23	13	25
Reading	29	27	19	9	15
Hang out with friends/dates	49	34	10	2	5
Spend time with family	61	25	12	2	0
Dancing	2	12	33	24	29
Watch TV/videos	73	22	4	1	1
Go to the movies	2	24	50	17	7
Drive around	37	31	13	6	14
Cook/bake	31	27	18	10	14
Relax/nap	51	27	10	5	8
Listen to music, play instrument	81	14	3	0	2
Go to bars	0	9	8	8	74
Go shopping	6	50	37	4	3
Maintenance work	29	39	17	4	11
Hobbies	13	23	18	8	37
Auto racing or auto repair	6	19	14	8	53
Travel	0	11	31	39	18
Other	45	26	5	0	24

Time spent weekly in free time activities:

Less than 10 hours	22.8
10-20 hours	39.0
21-30 hours	20.2
31-40 hours	9.2
More than 40 hours	8.8

with whom the respondents spent their free time. Consistent with the above table, it was reported that slightly over one-third spent most of their free time with family or relatives, while nearly one-half spent that time with friends. A small percentage, 6.2, typically spent their free time alone, and very few (1.1 percent) used free time to interact with co-workers. Relatedly, 30 percent of 186 persons responding indicated that they do not attend staff social activities (such as Christmas parties or company picnics) for their place of employment.

When asked their feelings regarding how they spent free time, only 4.4 percent were not happy about their situations.

VAR452 Spend most time with
(N= _____)
Alone _____ (_____%)
Spouse _____ (_____%)
Spouse/child _____ (_____%)
Children _____ (_____%)
Family _____ (_____%)
Friends _____ (_____%)
Co-worker _____ (_____%)
Other _____ (_____%)

VAR466 At work (N= _____)
Attend _____ (_____%)

VAR454 Feel about free time
(N= _____)
Not happy _____ (_____%)
Okay _____ (_____%)
Happy _____ (_____%)

Community Involvement. Measures of involvement in community activities were obtained. A large proportion (61.7 percent) reported that they had no community involvement. The most common involvement was church related activities (20.8 percent), followed by volunteer work (12.4 percent). Each of a variety of other involvements (i.e., service club activities, scouts, and fraternal organizations) was reported by less than 3 percent of the 274 respondents.

VAR467-473 Community:

(N= _____)

Service club	_____	(_____%)
Scouts	_____	(_____%)
Fraternal	_____	(_____%)
Church	_____	(_____%)
Volunteer	_____	(_____%)
None	_____	(_____%)
Other	_____	(_____%)

Overall Feelings Toward Their Life. Respondents were asked to describe how they felt about their life so far. Nearly 70 indicated that they were "happy" or "very happy" at the present time; 27.5 percent reported they felt "ok or neutral;" and 2.9 percent said they were "unhappy" or "very unhappy" about life so far.

VAR474 Feel about life
(N=____)

Very Unhappy, Unhappy	_____	(_____%)
Okay, Neutral	_____	(_____%)
Very Happy, Happy	_____	(_____%)

DISCUSSION

The purpose of the present study was two-fold. First, it was a pilot study that served as a valuable source of information regarding data collection instruments, procedures, and analysis. Second, the study provided data which can be used to review present services and programs for students with disabilities, and to plan changes that will enhance outcomes. Relatedly, the study provided baseline data against which subsequent study results could potentially be compared. Several methodological concerns make conclusions somewhat tenuous. Despite these concerns, however, the strong trends suggested by certain results allow reasonably reliable interpretations. Each of the trends is discussed below.

First, the importance of parents, family and friends is underscored by study results. Respondents consistently named family and friends as sources of support when personal problems, jobs, assistance with daily living activities, transportation, and finances were a concern. Data were not analyzed separately for program completers vs. students who dropped out, or for other variables (e.g., disability category or gender). Consequently, comparisons are not available from which to identify additional needs that one group may have beyond that of other groups. However, the implication of these findings for the school are clear: because family and friends are a support that continues after school personnel no longer have responsibility and as various agencies enter and leave the service delivery scene, it is imperative that the school involve them early on in the process and provide them with information that will enable them to recognize and deal with their student's difficulties.

This study points out the importance of <u>friends</u> to the person with disabilities, both as resources when assistance is needed and in social activities after completing school. It underscores the need to provide and promote opportunities for students to develop such relationships in school, including nonacademic and extracurricular activities as well as continuing to work in the classroom with peers who have no disabilities.

Study results seem to indicate that North Dakota special education exiters are more residentially independent that their counterparts in other states. Studies in California, Vermont, and Iowa found that from 64 to 70 percent of former students lived at home, while the North Dakota study posted 53 percent. Recent reports show that 75 percent of all young males 18-24 years old are still living at home, which is the largest proportion since the

Great Depression. Because the present study contacted former students only one year after exit, it could not provide information on how long persons with disabilities continue to live at home with their parents. The role of this factor, which may be a significant hurdle in achieving independence, will be known only as subsequent follow-up studies are completed.

Conclusions relating to employment are mixed due to the nature of survey items. The 62-65 percent employment rate is consistent with that found in studies in other states. Rates ranged from 41 percent in both Minnesota and Washington to 85 percent in Connecticut, with most studies showing rates between 60 and 70 percent. The NLTS reports that in the summer of 1987 (two years prior to the North Dakota data collection), employment rates for former students nationally were markedly below employment rates for nondisabled. Only 46 percent of the NLTS former students who were out of school more than one year were employed (either part time or full time) compared with 65 percent of the youth in the general population. That is, the employment rate of North Dakota former special education students was higher than that found nationally and approximated that of the same age group in the general population. In addition, North Dakota's former special education students who participated in the present study worked more hours weekly compared with those sampled by the NLTS. One cannot assume that all those who are not working are necessarily unemployed. A significant proportion (12.8 percent) attended school and may not choose to be employed. However, if one compares the proportion of former students looking for work (8.2 percent) with the unemployment rate of the general population in North Dakota (4.3 percent for the 1989 annual average), former special education students are not faring as well. If an additional 6.9 percent is added for those "not working" for a variety of reasons the resulting (9.2 percent) is significantly greater than for the general population. Direct comparison with nondisabled former students of a similar age group in the state cannot be made because such statistics are not available.

The reasons that respondents were not engaged in productive work (i.e., a job or additional schooling) need to be investigated further to determine the extent to which deficiency in skills (i.e., vocational, social or interpersonal) account for this, as opposed to economic conditions or personal choice. This information may require modification of curricula and school experiences to better prepare the student for productive work.

Review of employment and postsecondary education, residence, daily living skills, and leisure activities indicate areas in which exiting students with disabilities are lacking

in skills. Each school needs to identify these areas and thoroughly examine current curriculum and expected outcomes to determine those that should be modified to be more appropriate, or included to address skills not taught. In addition, each school needs to ensure that all areas are considered as potential needs when the individual education plan is reviewed annually, and that areas of need are addressed by appropriate goals and objectives. Relatedly, the active involvement of appropriate community agencies in the transition planning process for each student needs to be established well in advance of school exit. This will facilitate transfer of case management responsibilities and increase the probability that the student will be successful after leaving school.

RECOMMENDATIONS

As indicated earlier, data were not cross tabulated to compare exiters by status at exit, disability, gender, or other potentially significant variables, precluding conclusions regarding any specific group. **Therefore, it is recommended that the data collected for the present study be further analyzed to maximize the usefulness of information about various groups.** These additional analyses would establish a more reliable baseline against which to compare information from subsequent parallel studies. It would also be very helpful in formulating research questions prior to conduct of any subsequent parallel studies. Reference to the analysis plans of the NLTS and other studies done by other states since 1988 would be expected to increase the usability of information obtained through further efforts in North Dakota.

A wealth of information has been acquired through the present study about former special education students and survey procedures that will effectively yield reliable data. In light of this information and considering the continuing need for such information for planning and improvement purposes, **it is recommended that the Division of Special Education develop a long range strategic plan for (1) assessing the impact of secondary school experiences on postsecondary success of former special education students, and (2) assisting school districts in improving service delivery and coordination.** The plan should include a reasonable timeline for completion and, as appropriate, contingency plans.

As indicated throughout this report, methodological concerns constrained the usefulness of data collected. Indeed, identification of such difficulties was expected because of the nature of pilot studies. Based on what was learned through this study and in anticipation that survey research will be utilized as an essential and ongoing component

of the plan, several recommendations are made for consideration when designing subsequent studies.

It is recommended that the population being studied be carefully specified and that major categories into which the population can be divided be defined. The pilot study intended to explore all exiters who were 17-21 years of age. However, data available at the time through the annual performance report provided by each special education unit to the Department of Public Instruction did not allow specificity. That is, categories classified exiters as leaving through program completion (by diploma or certificate), by dropping out, or by leaving because of reaching maximum age (21 years of age). All others were classified as "status unknown." It became apparent that students who had moved from one school district to another location were reported as "status unknown," although some special education units may not have reported them in any category because they still would have been served by special education in the receiving unit. Consequently, the number of exiters that was expected to be reported in the study was significantly different from that for whom data were actually reported. Since the present study was initiated, revisions in the annual performance report categories have been made and should be better defined. However, **it is recommended that actual reporting procedures believed to be followed by special education units in completing annual performance reports be studied and verified to ensure consistency and reliability of data.**

It is recommended, indeed essential, that the research questions the survey is intended to answer be formulated and clearly stated. The pilot study results, as well as review of other state and national studies will help in framing the research questions. It is imperative that this step be followed since the items on the data collection instrument and the analysis plan relate directly to the research questions.

It is recommended that the survey form be revised and that supervised training (with practice) be provided before it is used. Usability of data depends upon consistently with which interviewers record information they receive. The survey forms should include directions to the interviewers (e.g., regarding when to read or not read choices, or skipping to subsequent items). Because the pilot study has provided a wealth of information on responses to open-ended items, many of the previously open-ended items can be made closed-ended. This will facilitate tabulation. Training should include practice sessions that are observed and critiqued by a supervisor. Additionally, the trainer should review the completed form following practice to ensure that all items are complete and accurate.

Consideration should be given to employing a small number of third party interviewers to decrease the possibility of bias.

As the pilot study instrument is reviewed, it is recommended that the manner in which items from national and other studies are asked be considered to allow comparisons. Relatedly, the reporting format of statistics should be comparable with that of the general population, to the extent this is possible and desirable.

It is recommended that rigorous edit procedures be developed. Prior to data entry, a forms editor should scan each completed form to make sure that all applicable items are answered and are complete. As necessary, open-ended items can be content analyzed and coded at that time. If certain interviewers have consistently failed to complete forms, the forms can be returned to them for completion prior to data entry and avoid the inconvenience of modifying the established data base. In addition, an edit program should include checks to ensure that invalid data are identified before tabulation and analysis begin.

It is recommended that a complete analysis plan be prepared. As each item is being considered for inclusion in the data collection instrument, it should be determined how the results will be reported (e.g., frequency count, percentage, mean, correlation) and where it will fit into the final report. The pilot study results will be very helpful in deciding the cross tabulations and additional analyses needed.

Finally, it is recommended that prior to implementing the revised instrument and procedures statewide, they are pilot tested in a small number of school districts or special education units to determine their feasibility. This includes a test of all procedures, including tabulation and analysis. Any difficulties identified can then be corrected before statewide use.

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APPENDIX A

TASK FORCE MEMBERS

APPENDIX A

TASK FORCE MEMBERS
STATUS OF SPECIAL EDUCATION EXITERS:
A PILOT STUDY
JANUARY 1989

Gerri Harris
Vocational Resource Educator
Valley City Multidistrict
Vocational Center
Box 30
Valley City, ND 58072
845-0256

Frank Miller
Director
Grand Forks Special Education Unit
911 Cottonwood Street
Grand Forks, ND 58201
746-2230

Susan Lennick
Assistant Professor
Minot State University
Box 46
Minot, ND 58702
857-3020

Marcia Schutt
Director of Education
ND School for the Deaf
14th & First Avenue
Devils Lake, ND 58301
662-5031

Deanne Horne
Project Coordinator
2 Greenway
Minot, ND 58701
852-6318 (Minot)
224-2277 (Bismarck)

Jim Leary
Office of Vocational Rehabilitation
Department of Human Services
400 East Broadway
Bismarck, ND 58501
224-3999

Val Olson
EMH Teacher
Harvey High School
Harvey, ND 58341
324-2267

Sharon Rance
HIT, Inc.
1007 18th Street NW
Mandan, ND 58554
663-0376

Sharon Snyder and Kathy Erickson
Project Coordinators
Pathfinder Services of ND
16th Street & 2nd Avenue SW
Minot, ND 58701
852-9426 or -9436

APPENDIX B

NUMBER OF RESPONDENTS, BY SPECIAL EDUCATION UNIT

APPENDIX B

NUMBER OF RESPONDENTS, BY SPECIAL EDUCATION UNIT

UNIT	# FOR WHOM DATA WERE COLLECTED
Sheyenne Valley	16
Fort Totten	8
Peace Garden	15
Bismarck	25
Rural Cass	8
Fargo	33
West Fargo	15
East Central	6
Emmons County	11
Grand Forks	43
Southwest	12
Dickey/LaMore	11
South Central Prairie	4
Oliver/Mercer	11
Morton	31
Northern Plains	10
Pembina	6
Lake Region	35
North Dakota School for the Deaf	4
Turtle Mountain	9
West River	8
Dickinson	10
Buffalo Valley	9
Griggs/Steele/Traill	16
Upper Valley	6
Souris Valley	28
Lonetree	14
Wilmac	9

UNITS AND SCHOOLS HAVING NO EXITERS, OR FOR WHOM DATA WERE NOT AVAILABLE

Burleigh County

North Dakota School for the Blind

North Dakota State Industrial School

Wahpeton

Badlands

Dakota Boys Ranch

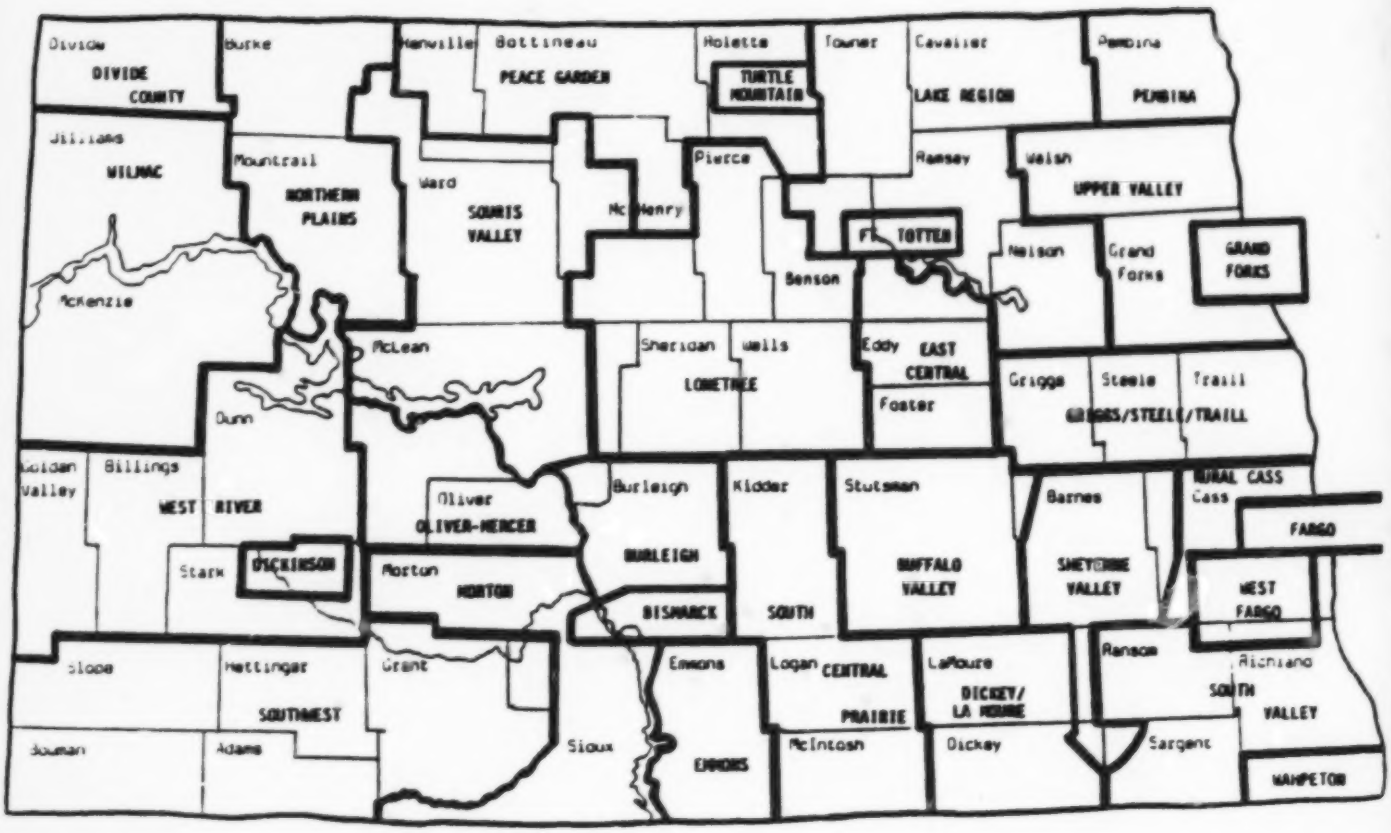
APPENDIX C

SURVEY REPORTING FORM

NORTH DAKOTA STATEWIDE FOLLOWUP

SURVEY QUESTIONNAIRE

(SUMMER - 1989)



Department of Public Instruction
Division of Special Education
State Capitol
600 East Boulevard Avenue
Bismarck, North Dakota 58505-0440

COVER SHEET

(Fill out pages A and B for <u>all</u> students)

Interviewer Name _____

1. Student Name _____

2. Student Status in Summer, 1988 (check only one):

   _____ (0) dropout
   _____ (1) graduate/completer

3. Special Education District ID (5 digits from North Dakota Education Directory, County No. & System No): _____

   Special Education Unit Name: _____

4. High School ID (9 digits from North Dakota Education Directory, County No. & System No. & Plant No.): _____

5. Completeness of this interview (check one):

   _____ (0) All sections complete
   _____ (1) School record information only
   _____ (2) Interview information only
   _____ (3) No information

6. If unable to obtain interview, please indicate why (check only one - the most important reason):

   _____ (0) Subject refused interview
   _____ (1) Deceased
   _____ (2) Moved out of town, unable to locate at new address
   _____ (3) In the military
   _____ (4) In jail
   _____ (5) Institutionalized
   _____ (6) No information available at all
   _____ (8) Other _____
   _____ (9) Interview conducted

7. How was the interview conducted? (check only one)

   _____ (0) Face-to-face with student
   _____ (1) Telephone interview with student
   _____ (2) Face-to-face with parent/guardian
   _____ (3) Telephone interview with parent/guardian
   _____ (9) No interview conducted

8. Record of attempts to contact:

	Date	Result
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

IDENTIFICATION-PERMISSION

(To be kept at Special Ed. Unit)

Subject Name: _____

Address: _____

Telephone Number: _____

Interviewer Name: _____

Special Education Unit: _____

INTERVIEW PERMISSION FORM

I _____ agree to participate in this statewide
(full name)

followup survey by a personal interview conducted on _____,
(date)

_____ with _____ _____
(year) (interviewer) (Special Education Unit)

Permission given by telephone _____

Other participants _____

_____ _____
(Signature of Subject or Guardian) (Date Signed)

I. INFORMATION FROM SCHOOL RECORDS

(Can be gathered by any person assigned to task)

1. Subject's ID (3 letters): ____ ____ ____

2. Subject's Date of Birth: ___/___/___ Example: 09/ 02/ 69
month day year

3. Gender:

_____ (0) Male
_____ (1) Female

4. Race:

_____ (0) White, not of Hispanic Origin
_____ (1) Asian or Pacific Islander
_____ (2) Black, not of Hispanic Origin
_____ (3) Hispanic
_____ (4) American Indian or Alaskan Native

5. High School Community Size:

_____ (0) Rural (less than 2500 inhabitants)
_____ (1) Urban

6. What was the subject's primary disability when he or she exited from school? (check only one)

_____ (0) Trainable Mentally Handicapped
_____ (1) Educable Mentally Handicapped
_____ (2) Hearing Impaired
_____ (3) Deaf
_____ (4) Speech Impaired
_____ (5) Vision Impaired
_____ (6) Seriously Emotionally Disturbed
_____ (7) Orthopedically Impaired
_____ (8) Other Health Impaired
_____ (9) Specific Learning Disability
_____ (10) Deaf/Blind

7. How severe was the subject's handicapping condition?

_____ (1) Mild
_____ (2) Moderate
_____ (3) Severe

8. Check program model subject was last enrolled in (check only one):

_____ (0) Regular Classroom
_____ (1) Resource Room
_____ (2) Separate Classroom
_____ (3) Public Separate Day School
_____ (4) Private Separate Day School
_____ (5) Public Residential Facility
_____ (6) Private Residential Facility
_____ (7) Correctional Facility
_____ (8) Homebound/Hospital

9. Intelligence Test Information (use most recent score):

a. Full Scale or Overall IQ:___ ___ ___

b. Date of Testing:___/___/ ___
month day year

c. Test Name (Check only one):

_____ (0) WISC-R
_____ (1) WAIS
_____ (2) WAIS-R
_____ (3) Binet Form L-M
_____ (4) Binet Fourth Edition
_____ (5) Woodcock-Johnson Cognitive Battery
_____ (8) Other_____

10. Reading Grade Equivalent Score (from most recent test):

a. Grade Equivalent Score: ___ ___ o ___

b. Date of Testing: ___/ ___/ ___
month day year

c. Test Name (Check only one):

_____ (00) Woodcock-Johnson (Reading Cluster)
_____ (01) WRAT or WRAT-R
_____ (02) PIAT Reading Comp. (preferred over PIAT Reading Recog.)
_____ (03) PIAT Reading Recog.
_____ (04) Woodcock Reading Mastery
_____ (05) ITBS (overall reading)
_____ (06) ITED (overall reading)
_____ (07) K-TEA Comprehensive Form Reading
_____ (08) K-TEA Brief Form Reading
_____ (09) Stanford Diagnostic Reading Test
_____ (98) Other:_____

BEST COPY AVAILABLE

11. Math Grade Equivalent Score (from most recent test):

a. Grade Equivalent Score: ___ ___o ___

b. Date of Testing: ___/___/___
month day year

c. Test Name (Check only one):

_____ (00) Woodcock-Johnson (math cluster)
_____ (01) WRAT or WRAT-R
_____ (02) PIAT
_____ (03) KeyMath
_____ (04) ITBS (overall Math)
_____ (05) ITED (overall Math)
_____ (06) K-/TEA Comprehensive Form Math
_____ (07) K-TEA Brief Form Math
_____ (08) Stanford Diagnostic Math Test
_____ (98) Other:_____

12. If subject dropped out of school, please list the following information. (If subject completed school and did not drop out, insert the numbers 99 for both a. and b.)

_____ A. Age when subject dropped out
_____ B. Highest grade completed
_____ C. Other, specify (e.g., highest level)

13. Graduation Status (check only one):

_____ (0) High school diploma
_____ (1) Dropped out, but earned GED
_____ (2) Certificate of completion
_____ (3) Special diploma
_____ (4) Termination at age 21 or older
_____ (5) Dropped out
_____ (6) Dropped out, but returned to school and graduated
_____ (8) Other_____

SECTION I -- SCHOOL INFORMATION

1. Graduation status (Check only one.)

_____ a. High school diploma
_____ b. Dropped out, but earned GED
_____ c. Certificate of completion
_____ d. Special diploma
_____ e. Termination at age 21 or older
_____ f. Dropped out
_____ g. Dropped out, but returned to school and graduated
_____ h. Other -- specify _____

2. If you dropped out of school, why? (Check <u>all</u> that apply.)

_____ a. Not applicable - did not drop out
_____ b. School personnel recommended it
_____ c. Parent(s) wanted me to
_____ d. Needed to work
_____ e. Personal problems (e.g., pregnant, drugs, law, health)
_____ f. I wanted to leave school
_____ g. Other -- specify _____

3. During high school, in which regular vocational education courses were you enrolled? (Check all that apply.)

_____ a. Not enrolled in any <u>regular</u> vocational education classes
_____ b. Industrial arts
_____ c. Home economics
_____ d. Office education
_____ e. Health occupations
_____ f. Distributive education/marketing
_____ g. Agriculture
_____ h. Trades and industry
_____ i. Career education classes
_____ j. Computer education
_____ k. Other -- specify, e.g., There were none._____

4. In high school which specifically designed career/vocational education programs were you involved in? (Check <u>all</u> that apply.)

_____ a. Not enrolled in any specially designed career/vocational courses
_____ b. School-based work
_____ c. Work experience-paid
_____ d. Work experience-no pay, credit only
_____ e. Vocational education on the community college campus
_____ f. Licensed work activity center or sheltered workshop placement
_____ g. Other (describe)_____

5. During your high school years in what extracurricular activities were you involved? (Check all that apply.)

_____ a. Not involved in any extracurricular activities
_____ b. Varsity athletics (e.g., basketball, tennis, golf, football)
_____ c. Special Olympics
_____ d. Music (e.g., band, vocal, choir)
_____ e. Speech, drama, debate
_____ f. Social activities (e.g., school dances, pep rallies)
_____ g. Newspaper or school yearbook
_____ h. Vocational clubs (e.g., HERO, OEA, VICA)
_____ i. Other -- specify _____

6. Were your school experiences helpful in training you to <u>find</u> a job? (School experiences includes classes, meetings with teachers, extracurricular activities)

_____ a. Very helpful
_____ b. Helpful
_____ c. Not helpful at all
_____ d. Not applicable, subject is severely handicapped

7. Were your school experiences helpful in training you to <u>keep</u> a job?

_____ a. Very helpful
_____ b. Helpful
_____ c. Not helpful at all
_____ d. Not applicable, subject is severely handicapped

8. Were your school experiences helpful in <u>preparing</u> you for the job you have now?

_____ a. Very helpful
_____ b. Helpful
_____ c. Not helpful at all
_____ d. Not applicable, subject is severely handicapped

9. While in school, did you receive vocational training in off-campus community settings? _____ yes _____ no If yes, how useful is that training in helping you find and keep a job?

_____ a. Very useful
_____ b. Useful
_____ c. Not useful at all

10. While in school, did you receive social skills training to help you get along with other people? _____ yes _____no If yes, how useful is that training now?

_____ a. Very useful
_____ b. Useful
_____ c. Not useful at all

11. While in school, did you receive community skills training to help you use community resources by yourself (shopping, transportation, banks, post office)? _____ yes _____ no If yes, how useful is that training now?

_____ a. Very useful
_____ b. Useful
_____ c. Not useful at all

12. While in school, did you receive recreation/leisure skills training to help you use your free time wisely? _____ yes _____ no If yes, how useful is that training now?

_____ a. Very useful
_____ b. Useful
_____ c. Not useful at all

13. While in school, did you receive daily-living skills training (eating/dining, meal planning/cooking, self care/grooming, cleaning/laundry)?
_____ yes _____ no If yes, how useful is that training now?

_____ a. Very useful
_____ b. Useful
_____ c. Not useful at all

14. While in high school did you and the school staff discuss: (Transition planning)

yes	no	
_____	_____	a. Your goals for college?
_____	_____	b. Your goals for work?
_____	_____	c. How do you plan to reach your goals?
_____	_____	d. Where do you plan to live?

15. What are you currently doing?

_____ a. Going to school
_____ b. Working
_____ c. Not working
_____ d. Looking for work

16. What education/vocational program have you enrolled in since high school? Check all that apply.

_____ a. Two year program/associate degree
_____ b. Vocational school (two year or less certificate program) e.g., cosmotology, business school
_____ c. Four-year degree program-college or university
_____ d. Military
_____ e. None
_____ f. Other -- specify _____

17. Did you complete the program?

_____ yes _____ no _____ currently enrolled

18. What was/is your field of study?

_____

19. Was your training at the education/vocational program helpful in getting a job? _____ yes _____ no

20. Who paid for your training/education? (Check all that apply.)

_____ a. Myself
_____ b. Parents/guardians/care provider
_____ c. Relative (other than parent)
_____ d. Vocational Rehabilitation
_____ e. Social Security
_____ f. Other -- specify _____

21. If you need/needed assistance in your post secondary training, who helps/helped you?

_____ a. Course instructors
_____ b. Special needs teachers
_____ c. Library/resource staff (tutor)
_____ d. Family
_____ e. Friends
_____ f. Other -- specify _____

SECTION II -- LIVING

1. Are you...

_____ a. Single, never married
_____ b. Married
_____ c. Divorced
_____ d. Separated
_____ e. Widowed

2. How many children do you have? _____

3. Which of the following best describes where you live?

_____ a. I own my own home or am buying it
_____ b. I live independently in a rented apartment/house
_____ c. I live independently and share a rented apartment house with a friend
_____ d. I live in a supervised apartment
_____ e. I live in a group home
_____ f. I live with my parents
_____ g. I live with my relatives
_____ h. I live in a residential facility or institution
_____ i. Other -- specify _____

4. What part of your living expenses do you pay?

_____ a. All
_____ b. More than half
_____ c. Less than half
_____ d. None

5. Who gives you financial assistance? (Check all that apply.)

_____ a. I support myself
_____ b. Parents
_____ c. Relatives
_____ d. Vocational Rehabilitation
_____ e. Social Services (Aide to Dependent Children, food stamps, etc.)
_____ f. Supplemental Security Income (SSI)
_____ g. Insurance
_____ h. Medicaid
_____ i. Other -- specify _____

6. Which of the following are you able to do on your own?

_____ a. Arrange for transportation
_____ b. Budget money
_____ c. Maintain checking and/or savings account
_____ d. Pay bills
_____ e. Make purchases
_____ f. Cook meals
_____ g. Do housework
_____ h. Do laundry
_____ i. Make own appointments e.g., doctor and dental
_____ j. None of the above

7. If you are not able to do these things on your own, who helps you?

_____ a. Friends
_____ b. Family/relatives
_____ c. Community agencies such as Human Services, Developmental Disabilities, Social Services or Advocates
_____ d. Group home workers
_____ e. Other -- specify _____

8. How do you get around in the community other than to your job? (Check all that apply.)

_____ a. I have a driver's license and drive a vehicle (car, motorcycle)
_____ b. I use city transportation (taxi, bus, etc.)
_____ c. I walk or ride a bike
_____ d. I depend on others (parents, relatives or friends to drive)
_____ e. Other -- specify _____

9. How many times have you moved since leaving school? _____ (number)

List cities and with whom e.g., parents, relatives, friends or self:

a._____ b._____

c._____ d._____

e._____ f._____

10. Why have you moved? For each reason below, write in the total number of moves listed above e.g., two moves to be closer to work.

_____ a. I moved because of problems e.g., evicted, too expensive
_____ b. I moved because I needed another location e.g., moved to or from college, moved closer to work
_____ c. Other -- specify _____

11. List two problems you have had in independent living

_____

_____

SECTION III -- EMPLOYMENT

1. Do you have a job now? (Mark the one that is true for you.)

   _____ a. Yes, I have a job for pay
   _____ b. Yes, I have a job, but no pay
   _____ c. No, I do not have a job, I am looking for a job
   _____ d. No, I do not have a job, I am not looking for a job
   _____ e. No, I do not have a job, I am a homemaker
   _____ f. No, I have never had a job

2. If you are not working, what is the most important reason why you are not working?

   _____ a. Lack of work skills
   _____ b. Concern with lack of benefits
   _____ c. Lack of transportation
   _____ d. Do not want a job
   _____ e. Cannot find a job
   _____ f. Parent/guardian objects
   _____ g. Health/physical limitations
   _____ h. Attending school or in training
   _____ i. Homemaker
   _____ j. Other -- specify_____

3. If the answer to question 1 is f (I never had a job), why have you never had a job?

   _____

   If the answer to question 1 is d, e, or f, go to Section IV -- Recreation and Leisure, page 12.

4. If you are employed:

   a. Where are you employed (include sheltered workshop or work activity center)?

      _____
      (business or industry's name) (city/town)

   b. If you work in a sheltered workshop or work activity center, do you work part of the day outside of the activity center building or sheltered workshop building? _____ yes _____ no _____ NA

   c. What do you do?

      Job Title:_____

      Duties/Tasks:_____

5. Are you currently working at another job? _____ yes _____no

   What is your second job title? _____

6. What amount of time do you work? (Check only one.)

_____ a. Fulltime (37.5 hours a week or more)
_____ b. Parttime (21-37 hours per week)
_____ c. Parttime (less than 21 hours per week)
_____ d. Seasonal
_____ e. Other -- specify_____

7. How much do you earn per hour?

_____ a. 0 to $2.50
_____ b. $2.51 to $3.35
_____ c. $3.36 to $5.00
_____ d. $5.00 +

8. How much do you usually earn per week?

_____ a. 0 to $ 50.00
_____ b. $ 51.00 to $100.00
_____ c. $101.00 to $150.00
_____ d. $151.00 to $200.00
_____ e. $200.00 +

9. Have you received an increase in wages since you were hired at your present job?

_____ a. yes
_____ b. no
_____ c. don't know

10. How do you feel about these parts of your job? (Circle the number that says how you feel.)

	very unhappy	sometimes unhappy	not sure	sometimes happy	very happy
a. My pay?	1	2	3	4	5
b. The activities and duties on my job?	1	2	3	4	5
c. Education or training that my company gives me?	1	2	3	4	5
d. My supervisor (boss)?	1	2	3	4	5
e. The people that I work with?	1	2	3	4	5
f. The help that my company gives me and other people on the job?	1	2	3	4	5

11. List two problems you have had on your current job within the last six months.

_____

_____

12. What benefits do you receive? (Check all that apply.)

_____ a. Paid sick leave
_____ b. Paid vacation
_____ c. Health insurance
_____ d. Dental insurance
_____ e. Profit sharing
_____ f. Retirement plan
_____ g. Other -- specify _____
_____ h. Don't know

13. Who helped you get your most recent job? (Check all that apply.)

_____ a. Myself
_____ b. Parents/relatives
_____ c. Friend
_____ d. Special education teacher
_____ e. Work experience coordinator
_____ f. Vocational education teacher
_____ g. Placement office at post-secondary school (college, trade and technical school)
_____ h. Job Service
_____ i. Vocational Rehabilitation Counselor
_____ j. Job Coach
_____ k. Other -- specify _____

14. Which of the following did you do on your own to get your current or previous jobs?

_____ a. Filled out job application
_____ b. Arranged for an interview
_____ c. Interviewed for job
_____ d. Not applicable/no need to do

15. How do you get to work?

_____ a. Walk
_____ b. Friend
_____ c. Drive car
_____ d. Bike
_____ e. Car pool
_____ f. Workshop/facility bus
_____ g. Parent/guardian/care provider
_____ h. Public transportation
_____ i. Other -- specify _____

16. What accommodations have been made for you at your workplace?

_____ a. Architectural e.g., ramps, lifts
_____ b. Special equipment e.g., grab bars in bathrooms
_____ c. Job coach
_____ d. Special supervision
_____ e. Special schedule e.g., different than regular hours
_____ f. None
_____ g. Other -- specify _____

17. How long have you been working at your present job?

_____ a. Less than one month
_____ b. One to three months
_____ c. Four to six months
_____ d. Seven to twelve months (one year)
_____ e. One (1) to two (2) years
_____ f. Two (2) to three (3) years or more

18. Are you in a supported work program now? _____ yes ____ no

If yes, how often do you see your job coach?

_____ a. Daily
_____ b. Two to three times a week
_____ c. Once a week
_____ d. Every two weeks
_____ e. Other -- specify _____

19. If you are no longer working, why did you leave your job?

_____ a. Quit to take a different job
_____ b. Quit
_____ c. Laid off
_____ d. Fired
_____ e. Job ended
_____ f. Poor wages
_____ g. Illness/health reasons
_____ h. Other

20. Were your school experiences helpful in preparing you for the job you have (had) now?

	very helpful	helpful	not helpful	not applicable
school based work				
work experience-no pay credit only				
work experience-paid				
vocational classes				
regular classes				
living skills training				
licensed work activity center or sheltered workshop placement				
other -- specify				

21. Would you like to be working in your present job one year from now?
_____ yes _____ no

22. What are your future plans for work? (Where do you wish to be working or what do you wish to be doing?)

_____

SECTION IV -- RECREATIONAL/LEISURE

1. What activities do you do in your free time? (Check all that apply.)

daily	weekly	monthly	once or twice a year	never	
					Take part in athletic activities (swim, jog, aerobics, basketball, etc.)
					Take part in outdoor sport activities (fishing, hunting, camping, etc.)
					Go to watch athletic activities (football games, swim meets, basketball games, etc.
					Reading (books, magazines)
					Hang out with friends/date
					Spend time with family
					Dancing
					Watch TV/videos
					Go to the movies
					Drive around
					Cook/bake
					Relax/nap
					Listen to music, play instrument
					Go to bars
					Go shopping
					Maintenance work (house car, garden, yard)
					Hobbies (needlework, sewing, build models, collects stamps or coins, etc.)
					Auto racing or auto repair
					Travel
					Other -- specify

2. With whom do you spend most of your free time?

_____ a. Alone
_____ b. With husband or wife
_____ c. With husband or wife and children
_____ d. With children
_____ e. With family or relatives
_____ f. With friends
_____ g. With people from work
_____ h. Other -- specify _____

3. How much time do you spend in free time activities?

_____ a. Less than 10 hours
_____ b. 10-20 hours per week
_____ c. 21-30 hours per week
_____ d. 31-40 hours per week
_____ e. More than 40 hours per week

4. How do you feel about how you spend your free time?

_____ a. Not happy
_____ b. O.K.
_____ c. Happy

5. How often do you visit or receive visits from:

	daily	weekly	monthly	never
Parents				
Relatives				
Friends				
Other -- specify				

6. When you have a problem that you can't handle on your own, who do you generally go to for help? (Check all that apply.)

_____ a. Parent(s)
_____ b. Sister(s)/brother(s)
_____ c. Friend, girlfriend, boyfriend
_____ d. Clergy e.g., minister, priest
_____ e. Spouse (husband or wife)
_____ f. Mental health professional (psychologist, counselor, social worker, etc.)
_____ g. Other -- specify _____

7. If you work, do you go to staff social activities? (e.g., Christmas party, company picnic)

_____ yes _____ no

8. How are you involved in the community?

_____ a. Service club activities e.g., J.C.'s, Kiwanis
_____ b. Scouts
_____ c. Fraternal organizations e.g., Elks, Eagles
_____ d. Church related activities
_____ e. Volunteer work -- specify _____
_____ f. I am not
_____ g. Other -- specify _____

9. How do you feel about your life so far?

_____ a. Very unhappy
_____ b. Unhappy
_____ c. O.K., neutral
_____ d. Happy
_____ e. Very happy